

English/Language Arts Competencies-Grade 5		
Lin-Wood Proficiencies (COMPETENCY)	I Can Statements	Standards
<b>Foundational Reading Skills</b> Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skills with increasing independence.	<ol style="list-style-type: none"> <li>1. I can use grade-appropriate word analysis and word study skills such as syllable types, morphology and etymology to decode and comprehend unfamiliar words.</li> <li>2. I can use context to determine intended meanings of words and phrases.</li> <li>3. I can read with purpose, infer and predict when necessary, recognize when something does not make sense, and apply strategies to self monitor and self-correct.</li> <li>4. I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings).</li> </ol>	<a href="#">RF.5.3</a> <a href="#">RF.5.4</a> <a href="#">L.5.3</a> <a href="#">L.5.4</a> <a href="#">L.5.5</a> <a href="#">L.5.6</a>
<b>Reading Literature</b> Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print literary texts, citing textual evidence to support their analyses.	<ol style="list-style-type: none"> <li>1. I can interpret the theme of a text and analyze how it is conveyed through textual details, text structures, character interactions, and/or the advancing action.</li> <li>2. I can analyze how plot develops and how conflicts are resolved across the text by analyzing text evidence.</li> <li>3. I can analyze how visual and multimedia elements of a text contribute to the meaning, author's tone, or intended effect of a text on the reader/viewer.</li> <li>4. I can analyze and support conclusions about the ways two or more authors treat similar themes, including use of historical or cultural contexts or narrative strategies (use of dialogue, description, literary devices, etc.) for effect.</li> </ol>	<a href="#">RL.5.1</a> <a href="#">RL.5.2</a> <a href="#">RL.5.3</a> <a href="#">RL.5.5</a> <a href="#">RL.5.7</a> <a href="#">RL.5.9</a> <a href="#">RL.5.10</a>
<b>Reading Informational Texts</b> Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print informational texts, citing textual evidence to support their analyses.	<ol style="list-style-type: none"> <li>1. I can interpret the author's purpose and central idea or theme* of a text, analyze how the development of the content is supported through the text's organization and elaboration of details, and support my inferences with textual analysis.</li> <li>2. I can support conclusions about how an author's point of view/claim and line of reasoning differs from other points of view, or information used to support their thinking.</li> <li>3. I can analyze how visual and multimedia elements of one</li> </ol>	<a href="#">RI.5.1</a> <a href="#">RI.5.2</a> <a href="#">RI.5.3</a> <a href="#">RI.5.5</a> <a href="#">RI.5.7</a> <a href="#">RI.5.8</a> <a href="#">RI.5.9</a> <a href="#">RI.5.10</a>

	<p>or more texts contribute to the overall meaning, accuracy, author's tone, or intended effect on readers.</p> <p>4. I can analyze and support conclusions about the ways two or more authors treat similar events or issues (including use of historical or cultural contexts; text types – primary versus secondary sources, etc.)</p>	
<p><b>Narrative Writing</b> Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, and historical fiction/accounts).</p>	<p>1. I can employ text structures* and narrative strategies that orient the reader by establishing context, developing characters, using transitions to sequence events, and resolving a problem or conflict with a believable solution.</p> <p>2. I can maintain a point of view, tone, and coherence of theme as it develops across the text by using the author's craft appropriate to the purpose (e.g., dialogue, transitions, description, figurative language, word choice, precise language).</p> <p>3. With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, pacing, use of sensory details and precise language with intent).</p>	<p><a href="#">W.5.3</a> <a href="#">W.5.4</a> <a href="#">W.5.5</a></p>
<p><b>Informational Writing</b> Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.</p>	<p>1. I can identify a focus and employ informational text structures* to convey my central idea (e.g. introduce topic and focus, organize ideas, utilize text features with intent)</p> <p>2. I can maintain a focus, formal style, and objective tone using techniques and features that organize, analyze, and elaborate on information presented.</p> <p>3. I can locate relevant information from two or more reference sources to obtain factual evidence and resolve possible conflicting information.</p> <p>4. I can develop a conclusion that follows logically from the information presented and supports my central idea.</p> <p>5. With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, organization of ideas, use of precise language and description).</p>	<p><a href="#">W.5.2</a> <a href="#">W.5.4</a> <a href="#">W.5.5</a> <a href="#">W.5.8</a> <a href="#">W.5.9</a></p>
<p><b>Opinion/Argument Writing</b> Students will produce clear, coherent, and effective opinion/argument writing for a range of text types*, purposes,</p>	<p>1. I can employ organizational structures* and persuasive techniques (rhetorical devices, elaboration) to establish and support a claim about a topic, text, or issue.</p> <p>2. I can use relevant sources (video, primary/ secondary sources, interviews, discussion) to expand my</p>	<p><a href="#">W.5.1</a> <a href="#">W.5.4</a> <a href="#">W.5.5</a> <a href="#">W.5.8</a> <a href="#">W.5.9</a></p>

and audiences.	<p>understanding of the topic/text/issue and locate information to support different points of view, including mine.</p> <ol style="list-style-type: none"> <li>I can maintain a focus and develop my point of view by analyzing hard evidence (data, text evidence, quotes) in support of each stated reason or criterion for my claim/thesis.</li> <li>I can logically connect reasons, facts, analyses, and sources and provide a conclusion that addresses why others might not agree with me.</li> <li>With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, transitions, and chain of logic).</li> </ol>	
<b>Speaking, Listening, and Language</b> Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully to diverse perspectives and expressing ideas clearly and purposefully.	<ol style="list-style-type: none"> <li>I can use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience when speaking</li> <li>I can compose (gather and organize information) and orally deliver short and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent.</li> <li>I can analyze, interpret, and use information delivered orally or visually.</li> </ol>	<a href="#">SL.5.1</a> <a href="#">SL.5.4</a> <a href="#">SL.5.5</a> <a href="#">SL.5.6</a> <a href="#">L.5.1</a> <a href="#">L.5.2</a> <a href="#">L.5.3</a> <a href="#">L.5.4</a> <a href="#">L.5.5</a> <a href="#">L.5.6</a>
<b>Inquiry, Investigation, &amp; Research</b> Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.	<ol style="list-style-type: none"> <li>I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives.</li> <li>I can analyze information within and among sources of information (print and non-print sources, data sets, conducting procedures, etc.)</li> <li>I can strategically use language (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to my intent, purpose, and audience.</li> <li>I can use reasoning, planning, and evidence to gather, select, and cite information to support inferences, interpretations, and analyses.</li> <li>I can integrate multimedia or visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>I can use a variety of reference materials to interpret intended word meanings, expand my understanding from</li> </ol>	<a href="#">RL.5.1</a> <a href="#">RI.5.1</a> <a href="#">RI.5.4</a> <a href="#">RI.5.6</a> <a href="#">RI.5.7</a> <a href="#">RI.5.8</a> <a href="#">RI.5.9</a> <a href="#">W.5.2d</a> <a href="#">W.5.7</a> <a href="#">W.5.8</a> <a href="#">W.5.9</a> <a href="#">W.5.10</a> <a href="#">SL.5.2</a> <a href="#">SL.5.3</a> <a href="#">SL.5.4</a> <a href="#">SL.5.5</a> <a href="#">L.5.3a</a>

	definitional to conceptual, and apply them when communicating.	<a href="#">L.5.4</a> <a href="#">L.5.5</a> <a href="#">L.5.6</a>
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